SEP 25 193

JOURNAL OF EDUCATION

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

SEPTEMBER 18, 1933

Take Time to Be Human — ROSCOE DAVID CASE
Teaching to Think — BYRON C. KIRBY
If I Were Starting Over — RUSSELL V. BURKHARD
A True-False Test That Tests — ROBERT CLARK
The Principal—*a poem* — IRL H. DULEBOHN
A Parable of Builders — BARTON MORGAN

News OF THE SCHOOL WORLD

EDITORIALS PERSONALITIES BOOK TABLE

PUBLISHED TWICE A MONTH FOR THE
DIRECTORS AND TEACHERS OF AMERICA'S SCHOOLS

BOSTON [Vol. CXVI, No. 14] 20 CENTS

ARITHMETIC WORKBOOKS

By the authors of THE TRIANGLE ARITHMETICS
For use with any basal series

DIAGNOSTIC TESTS AND PRACTICE EXERCISES IN ARITHMETIC

CURRICULUM TESTS IN ARITHMETIC PROCESSES

CURRICULUM TESTS IN ARITHMETIC PROBLEM SOLVING

Improve Instruction
Save the Teacher's Time
Cost Very Little More Than Practice Paper Alone

Write for full information

THE JOHN C. WINSTON CO.
Winston Bldg. Philadelphia

METROPOLITAN ACHIEVEMENT TESTS

ALLEN—BIXLER—CONNOR
GRAHAM—HILDRETH—ORLEANS

This comprehensive series of achievement tests, just published in four batteries, covers the entire grade range. Use of the tests affords continuous and comparable data from the first grade through the eighth. The high validity and reliability of the series insure its value for many purposes.

Send for complete description

WORLD BOOK COMPANY
Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland, and Manila

The New vs. the Old

The social significance of business adds romance and understanding to its study.

The evolution of the philosophy of preparation for business and the evolution of fundamental materials are resulting in a new type of education that prepares for life as well as for business. Examine

GENERAL BUSINESS SCIENCE

by

Jones, Bertschi, and Holtsclaw

It intrigues the children, pleases the teacher, and carries the endorsement of our leaders in education and in business.

GENERAL BUSINESS SCIENCE tells the student things he should know to equip him for the active period of his life:

The varied means of livelihood; his obligation to the public as well as to himself; the need of careful planning; of finding an occupational place in keeping with his desires and abilities; of thrift; the processes of business; and his place in the business structure.

Write our nearest office for complete information.

THE GREGG PUBLISHING CO.
New York Chicago San Francisco Boston
Toronto London Sydney

Gregg Books Are Authoritative

JOURNAL OF EDUCATION

Established 1875. Edited from 1886 to February, 1933, by

ALBERT E. WINSHIP

ANSON W. BELDING, *Editor*

ISOBEL R. LAY
Managing Editor

GARRY C. MYERS
Contributing Editor

Table of Contents

SEPTEMBER 18, 1933

TAKE TIME TO BE HUMAN 361
By Roscoe David Case

TEACHING TO THINK 363
By Byron C. Kirby

IF I WERE STARTING OVER 364
By Russell V. Burkhard

A TRUE-FALSE TEST THAT TESTS 365
By Robert Clark

THE PRINCIPAL (Poem) 367
By Irl H. Dulebohn

A PARABLE OF BUILDERS 367
By Barton Morgan

EDITORIALS:—
Education and the NRA 368
What Is Reading? 368
The Complete Picture 368

PERSONALITIES 369

NEWS OF THE SCHOOL WORLD 370
World Federation Delegates Enjoy Irish Hospitality 370
Mayors Worried Over Mounting Education Costs 370
Unemployed Teachers Will Teach in Schools Now Closed 371
Schools Need Broader Tax Base 371

NEWS BREVITIES 375

BOOK TABLE 376

GRINS BETWEEN GRINDS 378

JOURNAL OF EDUCATION: Founded 1875. Published first and third Mondays, in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

The Editors Say...

Four schoolmen were sitting on a veranda overlooking a rugged portion of the Atlantic shore. Their conversation drifted to magazines, and they discovered there was one magazine which all of them subscribed for. This one was the Journal of Education. Yes, the one you are holding in your hands right now. All four of them agreed in liking the Journal. And the point which they liked best, as one of the four has since told us, was: that any person in the profession, be he high or low, who has a sensible opinion born of experience or observation or clear thinking, can present his story to the Journal of Education and be sure it will be considered on its merits.

That is what we editors call Democracy in Editing. And we are solidly for it. We welcome what the eminent authorities say, of course. But every one engaged in education may become an authority on some phase of it. Let us hear from **you.**

• •

A Chance to Save

You can save 33⅓ per cent. on your own subscription by forming a Club of Three. Three or more subscriptions, ordered at one time by one person, may be had for only $2 each; with privilege of renewal on the same terms. Cash in full must accompany the order.

• •

Send Along the Page

If your local newspaper carries an account of some event which you believe has interest for educators in other parts of the United States, tear out the page, and mail it to News Editor, Journal of Education, 6 Park Street, Boston. Write your name and address on the margin, please, for our convenience.

• •

Economic Antidote

Every time you see or hear the advice to buy on credit, or to borrow money for personal or household bills, be reminded that the boys and girls of today need a strong antidote for such poison. See advertisement for "Money Management Method" on inside back cover of this magazine.

BOOK FOUR

How the World Lives and Works

IS NOW READY

This Book Completes the New Outstanding Series of Geographies

OUR WORLD AND OURSELVES

IN a style notable for its clearness, naturalness and vigor this book shows the pupil the need for understanding the thoughts, beliefs, ways of living, economic problems and natural resources of the people in the various countries of the world. The interdependence of the human race is strongly emphasized throughout. There is a wealth of information on the occupations of mankind, on transportation and communication between nations.

Emphasis is placed in this book on the importance of geographic thinking. Care has been taken in the development of each subject to lead the pupil to relate what he learns to the conditions which surround him,—to observe the use that is made of the natural resources of the region, to discover why and how products from other lands are brought to us, to study the modes of life among other peoples, etc.

Besides the numerous, beautiful maps and illustrations the teaching aids include problem questions and projects, completion tests, exercises for map, globe, and graph study, reading references, correlation with history, etc.

Book One.	**Our Neighbors Near and Far** *(Carpenter)*	$0.96
Book Two.	**Our Home State and Continent** *(Brigham and McFarlane)*	1.32
Book Three.	**Our Continental Neighbors** *(Brigham and McFarlane)*	1.52
Book Four.	**How The World Lives and Works** *(Brigham and McFarlane)*	1.52

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA SAN FRANCISCO

JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

ISOBEL R. LAY, *Managing Editor* GARRY C. MYERS, *Contributing Editor*

Volume CXVI Boston, September 18, 1933 Number 14

Take Time to Be Human

By ROSCOE DAVID CASE
Superintendent
Salinas, California

Students and even instructors approach with trembling knees the office doors of certain administrators.

DURING the last decade big business has made giant strides in humanizing business, or in recognizing the human element in business relations. If development along this line is worthy the weight given to it by leaders in the business world today, perhaps some attention given to this question by the educational world might not be unfruitful. Business says that it is futile to hope for the best results in business and industry without definite recognition of the human element. It must be recognized in dealings between employer and employee, and also between both of them and the public with which the business makes contact. Likewise in the educational world there should be proper recognition of the human element in all relationships involving one higher up or lower down than another, between two educators on the same level, and between all members of the education profession and those outside the profession. The problems of the educator are much more complex in this connection than those of the business man due to the personnel of those vitally concerned; namely, administrator, teacher, pupil, parent, and taxpayer.

While the educators of this country have been occupied with new curricula, vocational guidance, character education, testing, supervising and teaching, and perhaps more recently endeavoring to "balance budgets," all most worthy and essential, the old saying, "You cannot see the forest for the trees" has come to characterize the present situation. Each educator has striven to become an expert in his particular field, and has become so engrossed in his own efforts in this phase of education that to a very great extent his consideration for the human element has been overlooked. To place education in the station to which it is entitled and to have it rate with the citizenry of the country as it ought to rate probably greater change is demanded within the profession than without. A bird's-eye view of the whole situation reveals certain weaknesses which might easily be corrected.

A general criticism which might be made of the whole educational scheme from the kindergarten through the university is that there has been built up this great organization which to a considerable extent has failed to recognize those who are not directly a part of it, yet play an important role in the determination of its destiny. Had more cognizance been given to the relationships which exist between the various factions in education and between those inside and outside the profession perhaps some of the reductions in the financing of schools and teachers' salaries resulting in backward steps in education would not be so much in evidence as they are at the present moment. A proper recognition of the human element might have prevented much of this.

In many colleges and universities, both endowed and state supported, are to be found those administrators who are so busy with meetings of councils, federations, boards, and what not, that they are strangers upon their own campuses and not recognized by their own students. Some administrators have so perfected their expulsive powers that their own faculty members within a few minutes from the time of entering the executive offices find themselves outside wondering why they entered. An appropriate inscription on the administrator's door might read: "Dare to Enter." With all due credit for ability to expedite business in educational institutions, it still remains that a man capable of acting as the head of a university owes something of his personality to the student body over which he presides. More contact with students than is customary might do much to promote a certain desired morale on the part of stu-

dents and alumni. Lack of forthcoming endowment funds from alumni in some instances might be traced to absence of the human touch in the frigid offices of the chief executive.

The presentations of the budgets of state institutions before state assemblies asking for appropriations are often of such nature that the average assemblyman must rely entirely upon the integrity of the administrator representing the school inasmuch as the presentation is so complicated that only an educational statistician could understand it. What do most people, in fact most educators, know about modes, medians, co-efficients of correlation, standard deviation, range, and so forth? Slightly more than nothing in most cases. It is not surprising that some such budgets are not accepted in their entirety. Here again a meeting of the educator and the layman on a more human basis might avail much.

What has been said of the college administrator might often be repeated in the case of the public school administrator. He has created about himself and his position an environment into which the layman, the teacher, and the pupil hesitate to venture. This is absolutely in contrast with the policy of some of the leading business men of the country who maintain between themselves and their employees a door which is always open to the most humble. Needless to say, some privacy is desirable for school officials; however, with the proper attitude toward his constituency on the part of the official, little advantage will be taken of a spirit of hospitality and friendliness.

Administrators and supervisors often show a decided lack of the human element in interviewing candidates for teaching positions. To a very great extent the personality and attitudes of the candidate are revealed only to an interviewer who shows an abundance of human nature. The candidate reveals her real self only after she has been put at ease in the presence of the interviewer. This fact is often overlooked in the eagerness of the interviewer to impress upon the candidate his own importance in the whole scheme of things educational. Some cases are known where the interviewer never once looked into the face of the candidate, being busily occupied putting down on a questionnaire replies to questions which should have been recorded on paper over the candidate's signature long before the interview. A candidate will receive little inspiration to express herself concerning educational philosophies from gazing upon the bald spot on the top of the head of the school superintendent.

"To place education in the station to which it is entitled, and to have it rate with the citizenry of the country as it ought to rate, probably greater change is demanded within the profession than without."

•

"If education does not cause one to appreciate his fellowman better and love him more, then education is a failure."

Desirable results in the field of supervision in the schools are still being obviated by the lack of appreciation of the human element by administrators and supervisors. In spite of all that has been said about supervision being for the good of the teacher, many still teach school who are not yet sure that supervision is not "snoopervision." Only proper human relationships can sell supervision to the teacher.

To be assured that the above criticisms could not justly apply to all educators it is only necessary to look about in many communities and see the prominent places taken in community life by some school administrators. They are service club presidents, golf champions, church pillars, and chamber of commerce members. They are loved and respected by their co-workers, their pupils and patrons. In such cases it is a certainty that their lives are pervaded by a goodly share of real human nature.

The need on the part of the teacher for this thing called "human nature" is perhaps even greater than that of the administrator. She it is who makes direct contact with the plastic mind of the child, and is depended upon for the moulding of the proper type of character and personality. She should be endowed with a rich appreciation of the human relationships in which she is to share.

In the first place, the teacher should be an ordinary human being. She should not be looked upon as different from individuals in the other professions. She should not be held up as a person who is infallible, nor should she pose as one who knows all that there is to know. If she makes the proper impression in this respect she has made one real step forward in the direction of proper human relationships.

The worst wrong impression in the opinion of the child which needs correcting many times is that the teacher is a peculiar creature. The story is told of two children retiring from a movie theatre. One said: "Was that nice lady in the picture married or single?" The reply was: "Neither. She was a school teacher." There are those who still would like to give the impression that the teacher needs to be different from other individuals in other walks of life, which is certainly a wrong contention. It is true, however, that a teacher is expected to have certain ideals concerning conduct that would not be demanded of her in some other professions, but none that a good, wholesome, respectable citizen does not have, whatever be his profession. To be like other people in a community it is only necessary that a teacher conduct herself in a perfectly

natural manner, attend the places others attend, mingle with those of other walks of life, support the same causes that others in the community support, being cautious at all times that she never give the impression that she considers herself superior to those of other professions or those having less education than herself. She should remember at all times that degrees do not make the man, or the woman; they only contribute to one's usefulness to a community and help one to appreciate the human element in every phase of life. If more education does not cause one to appreciate his fellowman better and love him more, then education is a failure.

There is one caution that is appropriate in times like these. It is that educators, no matter how weighty their own problems seem to them, should not get the idea nor give out the impression that the teaching profession has a corner on the problems of the world. Every profession has its difficulties. The statement of the character playing the role of God in the play "Green Pastures" illustrates this point when he says: "Being God is no bed of roses."

Teaching to Think

By BYRON C. KIRBY
Principal, Oliver Platoon School
South Bend, Indiana

If we are to become a nation of thinkers, the art of thinking must be cultivated more persistently in the classroom.

WHAT a man is and what he is to become depend upon his knowledge of facts, upon his ability to use those facts in accurate, constructive thinking and upon the moral control which he exercises over his thought processes. These are the major elements in ultimate success and happiness; they are the bases of efficient private and social life; they are the prerequsites to full intellectual and moral fruition. The fact that man was endowed with an intellect presupposes the necessity for using it in its highest potential efficiency in order to avoid annihilation.

The wars, the inquisitions, the plagues of the past, the depression, the suffering, the lack of respect for authority of the present are all attributable to undeveloped or misdirected powers of thought. Today people have progressed sufficiently to be able to live happily and effectively if they would apply themselves to some constructive, moral thinking. There is nothing mysterious about any of the conditions which confront society today. Every predicament, every quandary, every difficulty with which it is embarrassed should have been foretold and forestalled. Data and statistics were available. Instead of gathering, analyzing, and evaluating these data, and deducing logical, sane conclusions from them people chose to fiddle, and that is what they are doing now. There is little thinking taking place; that requires too exact a knowledge of facts and details; too much application; too great an exertion. Hendrik Van Loon, in "The Story of Mankind," says: "The human mind is slower than the proverbial turtle, is lazier than the well-known sloth, and marches from one hundred to three hundred years behind the small group of courageous leaders."

Curricula, courses of study, methods and technique of instruction should all be designed for the purpose of developing in the highest possible degree the ability to think. This ability, however, depends upon a broad knowledge of facts pertaining to history, geography, hygiene, and to every other phase of life.

The learning of facts is not an end in itself; it merely constitutes the first step, and that a basic one, in the educational process. The second step centres around developing the ability to analyze, classify, and use data in constructive thinking; in using information and details as basic elements in producing new ideas, theories and principles. For instance, in studying the New England States in geography the children learn that the surface is hilly and mountainous, the soil is not fertile, the streams flow regularly throughout the year because they are fed by melting ice and snow in the mountains; and that the coast is well supplied with harbors. This information is important; however, teaching should not stop here; it has only begun. The next step essential to good procedure is to teach the children to use these facts in the production of new knowledge; in creative thinking. "What do the people in the New England States do?" and "Is agriculture an important industry here?" are examples of questions that encourage effort and thought. Children attack problems of this nature in various ways depending, to a very great degree, upon the quality and amount of training they have had. Some, for example, in answering the first problem will reason after this fashion: There are many people in the New England States; they must work; they cannot make much money farming; the rivers afford cheap power; there are many good

harbors in this section. Therefore, the chief industry probably is manufacturing. This conclusion leads directly to another question, namely, "Do the people in the New England States manufacture heavy steel and iron products, or textiles, leather goods and cutlery?" The solution of this project is dependent upon a knowledge both of transportation in the New England States and the location of coal and iron mines.

Children, generally, will not be able to respond to the questions suggested above, or any others of a thought-provoking nature, as readily as implied here. Whenever difficulty arises it is the function of the teacher to help by asking leading questions; to keep the pupils thinking through remolding, readjusting and readapting the minor difficulties which enter into the major problem. A good teacher never permits a single pupil to idle away his time; she keeps everyone in the group thinking intently and constantly through asking such questions as: "Why is that true?" "Why isn't this correct?" "Why couldn't it have been this way?" "If all these points are true what conclusion follows?"

The type of training emphasized here is fundamental to the development of an alert, analytical, efficient mind. If it were possible for every child to receive instruction of this kind systematically throughout the total range of his school experience factory foremen, business men and professional men would have no occasion to advance the criticism that young people who apply for positions have no serious attitude towards work; that they have no definite knowledge of facts; that they cannot spell accurately, use good oral English, or write a letter; and, finally, that they cannot think. Success depends upon information plus the ability to use it in analyzing a problem. Thinking should riddle the core of a difficulty, not skim the surface.

In addition to the two points that have been stressed, children should be taught systematically to think in terms of social progress, to think constructively, to think morally; they should be trained to be honest, sympathetic, courteous, dependable, industrious, God-fearing; they should be enthused with the desire to help others, to make society better, to place good laws upon our statute books and to keep them there; they should be taught not only to think accurately but, more important still, to think in terms of all that is moral, righteous, and uplifting.

Education implies a multiplicity of ideas today, but basically it is concerned with training the child to know facts, training him to think logically, precisely, perfectly, in terms of those facts and teaching him to have moral control over his thought processes. If every individual knows what he should know and can think as he should think the chances are ninety-nine to one that he will live right and that society will prosper.

If I Were Starting Over

By RUSSELL V. BURKHARD
Principal, Frank A. Day School
Newton, Massachusetts

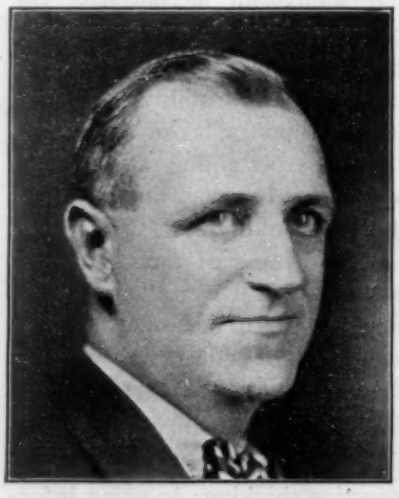
The children would be paramount but not over-capitalized. For them I would bring out of dead storage a large quantity of good old-fashioned common sense to meet the varying needs of Tom, Dick, Harry and Gertrude.

For them I would prepare my work thoroughly.

For their sake I would nourish a sense of humor and friendliness, and keep in touch with the world.

I would strive to interpret Life and right living to these youngsters.

I would want to be fair and square with them and discuss their real problems in a quiet person-to-person environment.



RUSSELL V. BURKHARD

For their sake I would firmly insist that they develop steady, thorough work habits, and find something successful for each child to do.

I would expose my children to the wonders of Nature to develop purposeful leisure time activity, and to the wealth of lovely thoughts in good books, for the same purpose.

I would provide ample opportunity for these youngsters to move about, and get them into fresh air and sunshine as often and with as good judgment as possible.

I would contact with their homes especially if they needed help over a trying time.

With my co-workers and superiors I would strive manfully to avoid pettiness, and seek to be co-operative, loyal and punctual in my obligations.

I most certainly would continue to feel that teaching offers the most challenging field of service in all the world.

For this great job I would try hard to keep myself professionally minded, physically fit and spiritually nourished.

A True-False Test That Tests

By ROBERT CLARK
State Normal College
Dillon, Montana

The author describes four steps by which he at length arrived at a satisfactory method of questioning.

I. BECAUSE it was economically impractical to have the tests printed or mimeographed they were given orally —100 true or false statements to be answered by each pupil in the class. This plan was not satisfactory because opportunity to cheat was too open and easy, and was used freely.

II. In order to avoid this easy opportunity for cheating, the following method was used. The members of the class daily sit in what we might call parallel horizontal rows in "university chairs." They were requested, when taking a true and false test, each one to sit directly back of the person in front of him. This, then, divided the class into vertical rows. The "end man" on the first row drew one of two slips, labeled "odd" and "even." If he drew the slip with the word "odd," that first vertical row was "odd" and each in that row numbered his paper 1, 3, 5, 7, etc.; the next vertical row was "even" and each numbered his or her paper 2, 4, 6, etc.; the next vertical row was "odd," the next "even" and so on, and each answered only those statements according to his numbers.

This, from the teacher's point of view, had the one advantage of making cheating—copying—less easy. From the pupils' point of view it gave each person double time for thinking and writing down after each statement was read the T or the F he thought correct.

Yet this plan was not perfectly satisfactory. The "odds" would sometimes complain that the "even" statements were easier or the "evens" make a similar claim for the "odds."

III. Some students declared they could do better if they could see the tests rather than hear them. Therefore, as an experiment the same test was given in two forms, printed and orally. Two plans were tried: (1) All those in a class (say of sixty pupils) who wished to take the printed test came into the room, and were allowed a definitely limited time to answer the true and false statements on the mimeographed sheets. When the time was up, they left the room, and those preferring to get the statements in audible form were given the same test. (2) Section one was given the test in one form; section two (in the same subject) was given the identical test in the other way.

As evidence of this we give the short following table:—

Test—	1	2	3
Typed Median missed	10	12	8
Oral Median missed	10	11	8

A brief study was made of the type of questions most often missed, and those least frequently missed. Arbitrarily they were divided into four groups of tests. (With few exceptions as noted, the studies and illustrations given in this article were taken from the subject that is given in elementary and secondary schools, and in colleges also—physiology and hygiene.)

A. Pure technical memory. (The beating of the heart is controlled by a set of nerves called the vaso-constrictors.)

B. Common technical knowledge. (Valves prevent the blood from flowing backwards.)

C. Technical knowledge requiring some "thinking." (Compensatory charges means that where more blood is needed in one part of the body it is diminished in some other part.)

D. Incorrect knowledge previously learned. (The blood on the right side of the heart is impure; on the left side is pure.)

The per cents. of number of incorrect answers were as follows:—

A. 38 %	C. 20%
B. 14%	D. 66-2/3%

Such statements as the following were not "tricky" but required "thinking":—

1. There was but little danger from the common drinking cup. The propaganda was really due to the manufacturers of the public drinking fountains.
2. The fact that our grandparents ate poorly cooked food, and drank unsanitary milk and water, and yet lived, shows that modern "hygiene" and sanitation are really a "fad."
3. Emptying out canned goods as soon as the can is opened is all foolishness; if bacteria are in the food they will still be there when emptied out.
4. "Anybody can eat any kind of sanitary food if he makes up his mind he can."
5. "No man has any right to say what I shall or shall not eat or drink."
6. "Eat what agrees with you."

But the statements requiring "thinking" in such a test were not always satisfactory. Try one's best, statements would slip in that were subject to a differ-

ence of opinion. To illustrate (to borrow from a true and false test in psychology):—

"There is no mental activity without brain activity." (A behaviorist would say there is no mental activity anyway; a spirit(ual)ist would answer "False," and a physiological psychologist, "True.")

"A person can know a great deal (e.g. be a high grade student) and yet not be very intelligent." (Now what is meant by "intelligent"? What is intelligence?)

The following silly (?) statement was based upon advice in one of their hygiene textbooks. "Stockings should be changed occasionally." (To my surprise this produced a deal of discussion outside of class. "Occasionally"? or regularly?)

It may have resulted from such questionable statements, it may have come from the preference that several of the students had for "the old-fashioned exam"—it may have been the opportunity to *sublimate an alibi* (the "conscientious objector" to true and false tests declares that any statement in such tests can be answered either "true" or "false")—but whatever the cause, a new type was devised—or evolved. This was the plan.

IV. The instructor announced as follows: "This is a true and false test, and whichever you put down—a T or an F—you will be right. *But*, you are to write at least two pages telling *why* your point of view is correct. For example, suppose the statement is: 'Any death can be considered postponable' and you answer 'True,' then you are to go on and prove (?) how any death might be considered postponable. If you answer 'False,' then tell *why* you think such a statement can be considered false."

The following are a few statements taken from *Physiology and Hygiene*:—

1. "The most important study in the curriculum in the grades is hygiene."
2. "In the child's hygiene the school nurse has the greatest value."
3. "School attendance is of value in improving the child's health."
4. "Too much attention is paid to disease."
5. "Women dress more sensibly than men."
6. "The most important study in hygiene is nutrition."
7. "No food fads are of value."
8. "The most important aim in teaching hygiene is to develop a health consciousness."

"The results of these tests were very satisfactory to pupils as well as to the teachers. For one reason, grades were much higher than they were on the straight true and false test."

•

"The reader may ask: 'Is not this the same as the old-fashioned examination?' The answer would be that it is similar, but not identical."

The results of such a test were *very* satisfactory to pupils as well as to the teacher. For one reason grades were much higher than they were on the straight true and false test.

The reader may ask: "Is not this just the same as 'the old-fashioned examination'?"

The answer would be that it is similar but not identical. By way of illustration take numbers 1 and 2 in this last group. For number 1 the typical examination demand would read: 1. Give your reasons why hygiene is the most important study in the curriculum.

Of the pupils answering number 1 in this new type of test with a T one compared it with other subjects, but claimed that hygiene rightly taught would mean health and that all work of the school child especially in school life depends fundamentally upon his health.

A student answering with an F claimed that hygiene is important, that it means physical, mental and social efficiency, but that hygiene as generally taught in the grades seldom "carries over" into many personal habits.

As to number 2. The old-fashioned test question would read: Describe the duties of a school nurse.

A student answering number 2 in this new type with a T would not only tell of the duties of the school nurse, but would compare her influence with other conditions that make for the health of the school child.

The student answering with an F would give great credit to the school nurse, but would state that in *any* public school system the number of nurses employed is too small to give the necessary individual attention especially in the "follow-up" interest, and he might go on to declare that such organizations as the Health Crusaders have a greater value in developing a "health consciousness" and the formation of health habits with almost every individual pupil.

A university professor asserted that the most important thing he learned during his four years of study at what was then the only purely post-graduate university in America was the word "but."

Such a type of examination as herein described needs a careful "thinking on both sides" by the students taking the test.

It may be too pragmatic, but I like this type, because of all the different types of examinations—and in more than thirty years of teaching I have tried many, many different kinds—this type has been the most completely satisfactory to both students and instructor.

The Principal

By IRL H. DULEBOHN

Superintendent, Bessemer Township Schools

Ramsay, Michigan

He stalks the halls with martial tread,
The Principal;
He fills small hearts with childish dread,
The Principal.
They hear him entering their room,
And forty wriggling souls assume
The rigid quiet of the tomb.
The Principal!

High in his office, stern, sedate,
The Principal
Is retribution incarnate,
The Principal!
A terror lurks within the place,—
Small culprits, cringing in disgrace,
Approach him with averted face,
The Principal.

The teachers hasten at his call;
The Principal
Commands respect from one and all.
That's principle.
The word is passed, "Look out, he's cross,"
The day is apt to be a loss,—
He is their autocrat, their boss,
The Principal.

But when the School Committee comes,
The Principal
A meek and docile soul becomes;
This Principal
Then bows to all their "Don't-do-that's"—
Their rules, instructions, hints, fiats,—
And helps them with their coats and hats,
The Principal.

A Parable of Builders

By BARTON MORGAN

Iowa State College, Ames, Iowa

A WISE old man, traveling down the highway of time, stopped at two points to observe the attitude of workers toward their work. He first came to some men constructing a building and asked three of them what they were doing. The first man said: "I am trying to earn some money. My wage is small, but I cannot find any other employment and I see to it that I don't do more than I am paid for." The second said: "I am cutting stone. The stone is very hard and I can't accomplish much. If I had softer stone, I could shape these blocks in half of the time." The third said: "I am building a cathedral. I am helping build a great 'symphony in stone'; a place where the devout may worship the true God."

The wise old man stroked his beard and journeyed on. He came at last to some men at work in a schoolhouse, and he asked three of them what they were doing. The first said: "I am trying to earn a little money to tide me over this depression. Teaching was the only work I could get, but, believe me, I'm going to get into a better paying job as soon as things pick up." The second said: "I am teaching algebra. It is a hard job because these young brats won't behave, and their I.Q.'s are so low that they can't get the stuff I put out." The third said: "I am moulding human souls. My fellow teachers and I are bringing joy and hope to our pupils and are shaping the destiny of our country and our civilization."

The old man thought as he compared these replies, how similar are the attitudes of teachers and builders. The first builder and the first teacher worked only for a wage and received no other pay. The second builder and the second teacher considered only the immediate material upon which they were working and complained of its density. The third builder and the third teacher lost themselves in enthusiastic service because they had a vision of what they were doing.

The wise old man resumed his journey, but he kept thinking to himself how much happier all workers would be and how much greater service they would render if only they had a vision of what they were doing.

EDITORIALS

Education and the NRA

EDUCATION cordially welcomes and approves the NRA.

Never has education failed the national government or the people in an hour of crisis. Nor will this happen now.

Education has taught allegiance to the Flag and to the ideals for which it stands. One of these ideals is the physical well-being of all the people.

During nearly four years this nation has been suffering from an economic depression as devastating as it is absurd; a breakdown of the whole industrial machine; a psychological reaction which has gone from bad to worse.

The National Industrial Recovery Act represents a supreme effort of government to repair the economic mechanism and to start it going again, by putting millions of unemployed persons back to work and by abolishing child labor and the starvation wage.

America is already starting back to work. Goods and services are in greater demand; welfare lists are shrinking; more people are able to pay their taxes. Instead of spiraling downward as in the past, things have begun to spiral upward.

Discomfort will be experienced by some classes as a result of the adoption of the President's blanket code and the codes of the various industries. Every period of readjustment inflicts hardship upon certain individuals. Educators in particular will feel the pinch of rising prices before their own salaries can be raised. And where salaries have been drastically cut or delayed in payment, a situation already hard to bear may be temporarily harder. The American sense of fairness will not permit this wrong to remain unrighted very long.

It will be easy to criticize the NRA and to discover imperfections in its operation. Anybody can pick flaws in any human enterprise, especially one which deals with human nature under highly complex circumstances. Children and young people, coming perhaps from homes where the purposes of the NRA are not understood, will be heard in corridors and classrooms excitedly denouncing the measures by which the government seeks to restore prosperity. Foolish and unprofessional indeed would be that teacher who agreed with such faultfindings or neglected to show matters in their true light.

Education has its part to play in this restoration of activity and hope and may be depended upon to do its duty courageously, intelligently and with full devotion to the greater good of all the people.

• • •

What Is Reading?

FOR a long time it was thought that reading was the art of holding a book properly in one hand and pronouncing a succession of words with suitable inflection at each mark of punctuation.

More recently, reading was regarded as the art of comprehending whatever meaning might be present in a printed page.

A third conception of reading has lately appeared. It is the notion that reading is a luxury fit only for prosperous times. In this view of the matter, a book is made of paper and ink and cloth and cardboard. It is not a thing of magic, instinct with life and truth and inspiration. It is merely an insensate object, to be measured by bulk alone, to be replaced when it is worn to tatters—and then only if there's money left from other uses.

Reading is the master key to every treasure house of human intelligence. To withhold this key is to leave history and science and literature in closed vaults.

Reading is the foundation of study, and study is the basis of understanding and of culture.

Grudge not the dollars that are spent for reading. Deny yourself or your schools what material objects can be dispensed with. But cherish and preserve reading as you do the windows of your house. Life would be dark without them.

• • •

The Complete Picture

A CULTURAL background is an excellent thing to have. Traditional education has been much concerned with furnishing such a background.

A cultural background makes all the experiences of life stand out in truer perspective

But how about a practical foreground? Is not this, also, rather necessary? And should not education do its best to furnish this?

Life itself, with repeated hard knocks, will in time supply a practical foreground. But in so doing life may obscure the cultural background almost completely.

If schools can combine a cultural background with a practical foreground, life for the average individual will be better saved and served.

PERSONALITIES

WILLIAM H. VANDERHOEF, superintendent at Bath, N.Y., since 1925, while working for an advanced degree at New York University, finds time to strengthen his program of individualized instruction in high school and departmentalized grades. He is also president of the Southern Zone of New York State Teachers Association, thus exercising important leadership with some five thousand educators.

•

MISS E. RUTH PYRTLE returns from Dublin with heightened reputation for diplomacy. Attending the meeting of the World Federation of Education Associations in that Irish city, this Lincoln, Nebraska, schoolmistress and former president of the National Education Association hobnobbed with statesmen and conversed intelligently regarding things economic and political. Incidentally, she cajoled a robe-and-chain-wearing dignitary into letting her wear his chain for a little trial of how it felt.

•

VINAL H. TIBBETTS is an enthusiast on elementary education. He is one of a growing number of superintendents who believe in taking the public into their confidence. This he has done in a handsomely illustrated and delightfully written brochure which describes the Manhasset public schools. The schools of this Long Island community are famed for their excellence and are often visited as models of what the modern public school under some conditions can become.

•

CHARLES W. COOKSON of Urbana, Ohio, has to his credit an enviable career as superintendent of village, county, and city schools. He has made the rounds of many lecture platforms. Superintendent Cookson thinks more emphasis should be put upon the spiritual side of education. The schools are neglecting the human soul, he declares. Nor does he regard this as a religious matter but one coming within the proper scope of education.

•

O. E. HILL of Carroll, Ohio, is one of the younger superintendents who devotes himself heartily to problems of administration. This he regards as a means of securing co-operative education through activities. He is working for a master's degree at Columbia while already master of his duties as an active schoolman.

•

RICHARD MOLL, assistant county superintendent at Reading, Pa., for nearly two decades, never finds time dragging on his hands. He is a recognized and much used leader in Boy Scouts, church organizations and orphanage work, besides performing the usual tasks incident to his administrative office. He lives up to a fine philosophy of "Helpful Happiness."

Winshipisms

"We find what we persistently and earnestly search for always, whether it be good or evil, happiness or misery."

•

"A pessimist, when he is not disagreeable, is as incapable of contentment as a wild cat when not in a fight."

•

"Marking time will kill a man much more quickly than marching at a quick step."

GALE SMITH has been superintendent at Rensselaer, Indiana, since 1929, and specializes in the writing and editing of workbooks in a variety of school subjects. He goes in for Rotary Club, church, and motoring, when not otherwise occupied.

•

FLOYD T. GOODIER, who has served fifteen years as superintendent at Chicago Heights, Ill., specializes in teacher training. For several summers he taught school administration at Ohio State University. He has also become an authority on school taxation. He is on the state board of the Illinois Congress of Parents and Teachers, and is a factor in the Illinois State Teachers' Association.

•

MISS JESSIE GRAY, newly chosen President of the National Education Association, goes at her job with workmanly zeal and vision. She feels her serious responsibility as head of this great organization, and hopes to render true professional service through the association which in some manner influences every teacher. She is working closely with the veteran educator and master organizer, Secretary J. W. Crabtree.

•

LAURENCE C. JOHNSON, supervising principal at Orchard Park, N.Y., for the past six years, entered school work after an experience of several years as an industrial chemist. Three years on a school committee showed him his latent aptitude for educational work, and he has never regretted his decision to enter this profession. Naturally his practical knowledge of science has led him to stress the importance of this subject, which he introduces effectively in the elementary grades.

World Federation Delegates Enjoy Irish Hospitality

IRELAND extended her hospitality to the World Federation of Education Associations (July 29 to August 4) with characteristic heartiness and in a manner befitting the country which was the sole refuge of learning in the centuries following the collapse of the Roman Empire.

The conference, eleven hundred strong, met in Dublin, where the delegates were greeted by President Eamon de Valera of the Irish Free State, by the Lord Mayor of the city and other notables.

Speaking of religion and moral character, President de Valera said that material teachings are useless if they fail to teach young people to know and to conform to the purpose for which material things and forces exist.

In his presidential address Dr. Paul Monroe declared there is a common ground where all knowledge has its roots; we should seek to make that ground the heritage of all educated men, and we should insure, so far as possible, that in this sense all men may be educated. To attempt more, he affirmed, is to achieve superficiality of intelligence and to defeat true education.

The address of Mrs. Ruth Bryan Owen, United States Minister to Denmark, was a high light of the conference. Her theme was the eradication of illiteracy and ignorance. She declared that every block of uninformed public opinion today is a dead weight on progress in all diplomatic international conferences, since these must have unanimous support to be effective.

The conference was marked by many worthwhile addresses and department sessions. Fred Mander, secretary of the National Union of Teachers of England and Wales, was elected President for the ensuing biennium.

It was the tenth anniversary of the federation, and all signs pointed to permanency and increasing service to world-wide education, and the cause of neighborliness among nations.

• •

Mayors Worried Over Mounting Education Costs

IT IS an inspiring sight to see the mayors of cities putting their heads together to consider economy. And if at first they seem to focus attention upon the costs of education, we may hope that later on their thoughts will turn to other aspects of municipal spending.

Public school systems in all cities in New York State showed an increase of 70 per cent. in operating expenses over a ten-year period, according to a survey by the New York State Conference of Mayors that met in Albany recently. The number of teachers meanwhile increased 35 per cent., while the population of the cities was increasing 21 per cent. and the average daily attendance of students 23 per cent.

"In comparison with the cities in other states the expenditures of the New York State school system have remained substantially untouched, even during the period of depression," says the report.

"Only a few cities have made substantial reductions. In most of the other states drastic cuts have been made in education costs."

Increases in salaries, decreases in the number of pupils per teacher, increases in supervisory service, extension of subjects studied, inefficient purchasing of supplies, improper utilization of existing school buildings, and the rapid construction of costly school buildings were given as the chief reasons for the expenditure rise.

The study pointed out that 40 cents of every dollar spent by the cities in 1931 went for public schools.

Expenses for teaching service are the dominant costs in education, and may be reduced by making cuts in personnel and by reducing compensation, the report goes on. Local boards in practically every city of New York state have power to reduce salaries without further legislation; many cities pay salaries far in excess of the minimum and maximum state salary requirements.

Limits on curriculum offerings in public schools should be definitely set by the State Education Department, it is suggested. Consolidation of administrative and supervisory positions could be made and general supervisory service could be largely dispensed with.

Every municipality should work toward a pay-as-you-go plan or a modification. No school bond should run more than twelve years, the report advises.

Unemployed Teachers Will Teach in Schools Now Closed

THOUSANDS of schools are closed for want of funds. Thousands of teachers are receiving public doles. The Federal Relief Administration will now undertake to put such teachers at work in such closed schools if only at relief pay. Thus it is planned to serve educational needs and professional morale by one and the same operation.

Plans to give needy, unemployed teachers an opportunity to work for their unemployment relief at their regular occupation have been announced by Harry L. Hopkins, Federal Emergency Relief Administrator, in Washington.

Emphasizing that the primary purpose of his action was to provide the necessities of life to unemployed teachers, Mr. Hopkins said he had authorized state relief administrations to pay work-relief wages to teachers who will be assigned to regular school officials to teach in rural schools which have been closed or drastically curtailed. Some of the teachers may be assigned in cities, as well as in rural communities, to teach adults who cannot read and write English.

The expenditures from relief funds will be confined to the minimum needs of the teachers, and no relief money will be allowed for fuel, textbooks, or or other school expense.

"Thirty-three states have reported through their education officials," Mr. Hopkins said, "that approximately 80,000 teachers are unemployed. Some fifteen states have definitely reported shortened school terms, and, in some districts, this has meant curtailing them to the vanishing point.

"In many rural communities the complete closing of schools virtually means the disintegration of community life for children. No one will ever be able to make up the loss to the children who are deprived of education, for the plastic state of childhood mind comes but once.

"Where schools are closed, or terms are reduced to a month or two a year, despite increased enrollment, we have a great paradox. It is the expectation of the Federal Emergency Relief Administration that this paradox can be righted, in some part, by permitting the teachers to give their services on the basis of their relief needs."

Reports from one state showed that out of approximately 2,000 schools 178 are not opening this fall, depriving more than 2,000 pupils of educational facilities. Nearly 500 schools in the same state will open for four months or less, while only a small percentage will hold the regular nine-month term. These curtailments will result in approximately one-sixth of the teachers being out of jobs, with many of them dependent on public aid for relief.

Schools Need Broader Tax Base

EDUCATION sees its future clouded by the problem of securing adequate revenues. Certainly these will not be forthcoming from an outworn system of taxation based principally on real estate.

If the public school system is to remain intact, a series of tax reforms that will shift the emphasis from the present "high" property tax to other forms of taxation must be instituted, according to a report adopted by the National Conference on the Financing of Education, that met recently in New York City.

The report suggested the adoption of income tax, sales tax and tax on personal property to take the place of funds that might be lost through a lowered property tax. These suggestions, the report said, "do not and are not intended to exhaust the possibilities in the field of supplementary state taxation."

"Non-payment of taxes levied upon property is unquestionably the immediate cause of the greater part of the financial difficulties now faced by all branches of local government, including school systems," the report asserted.

"In many of our states the burden of taxation is badly distributed—tax system lacks balance. In so far as this is the case the burden upon real property may be deemed excessive, as compared with the proportion of the tax burden carried by personal property or by non-property elements in the economic complex."

The report declared that since education in the United States was supported chiefly by the property tax there would be a continuing problem in school finance as long as this major dependence upon a single revenue source continued.

Another report adopted by the Conference urged that public schools throughout the country remain under the direct control of local communities "if the American system of education is to be safeguarded," no matter how great the need for Federal and State financial aid for education.

"Local self-government or local initiative has been so deeply imbedded in American government policy that it is an important force to be reckoned with in the support of public education," the report said. "American citizens are jealous of their rights, privileges, and opportunities as far as local initiative is concerned."

COLLEGES REFUSE PILLSBURY GIFT

One of Four Schools Accepts $25,000 from Anti-Feminist

BOSTON.—The first account of the executors of the will of Albert E. Pillsbury, former attorney-general for Massachusetts, who left $100,000 to four colleges for lectureships on the modern feminist movement, shows that one of the institutions, Princeton, accepted its bequest of $25,000. The other three, Harvard, Yale and Columbia, did not.

Mr. Pillsbury died in Newton, Mass., December 23, 1930. His will bequeathed approximately $200,000 in public gifts. The will contained the following paragraph, among others:—

"Believing that the modern feminist movement tends to take woman out of the home and put her in politics, government or business, and that this has already begun to impair the family as a basis of civilization and its advance, I bequeath to Harvard, Yale, Princeton and Columbia Colleges $25,000 each, the income thereof to be applied by a lectureship or in such other manner as the college authorities from time to time deem most effective, toward creating or developing sound public opinion and action on this subject."

The account shows a payment of $6,250 to Princeton, one-fourth of the bequest of $25,000 mentioned.

"Basic" English Urged At Banff Conference

BANFF, Alta.—"Basic" English—in which only about 850 words are used—was advocated here as the official language of the conference of the Institute of Pacific Relations. Some difficulties had resulted at previous conferences, it was pointed out, because certain Japanese and Chinese members, although they spoke French and German, were unacquainted with English.

University "Merger" Studied in Mid-West

CHICAGO.—Consolidation of educational facilities of the University of Chicago and Northwestern University to obtain the most effective application of the combined resources of the institutions is under consideration of a joint committee appointed by the trustees of the universities. It is possible that the two institutions may merge to form one of the greatest educational centres in the world, but such a step is not considered as an immediate eventuality. For the present officials hope to effect an informal union under which educational facilities would be interchanged and overlapping efforts curtailed.

Boxer Mission In America Closed

PEIPING, China.—The mission in Washington assigned to the task of directing the activities of Chinese students in the United States is to be closed. Henceforth the work will be done by the Chinese legation. Following the Boxer uprising against foreigners in China, the United States waived the right to indemnity on condition that an equivalent sum be spent to educate Chinese students in the United States. The number of such students in America has now dwindled so that a special mission to look after them is not needed. Boxer funds are now used to support Tsing Hua University in Peiping. This has been developed into a first-class institution, and after twenty years it has been decided to suspend the activities of the Washington mission. It is expected that next year no more than forty students will study under Tsing Hua University or Boxer Fund auspices in the United States.

Milton Kindergartens Will Be Continued

MILTON, Mass. — Milton's seven kindergarten schools will be opened in the autumn, according to a vote at a lengthy session of the Milton School Committee, which lasted until early morning hours. Prior to the closing of schools last June, the committee announced that all kindergartens would be closed because of lack of funds. There was an unfavorable reaction to the vote, and the town warrant committee turned over $5,000 from an emergency fund to the committee to enable it to continue kindergartens. The School Committee also voted to provide bus transportation for school children living in East Milton.

French Teachers Adopt Resolutions for Peace

PARIS.—Delegates representing 74,000 French school teachers, meeting in Paris for their annual convention, adopted by an overwhelming majority resolutions condemning war, even in self-defence, and urging that workers resort to a general strike to prevent it. The resolution also expressed sympathy with conscientious objectors. The teachers belong to a union which is affiliated with the General Labor Federation, corresponding to the American Federation of Labor, but having strongly Socialistic tendencies. The government is deeply concerned as a result of the resolutions in question, the convention having rejected an amendment which would have made an exception in the case of war for defence against invasion.

EXILES' UNIVERSITY OPENS IN NEW YORK

Fourteen Scholars Ousted by Nazis Will Form Its Faculty

NEW YORK.—Plans for the opening of the "University in Exile" with a faculty of German professors driven from their country by the Anti-Jewish and anti-liberal stand of the Nazi government, have been announced here by Dr. Alvin Johnson, director of the New School for Social Research.

He has made arrangements to bring fourteen exiled German scholars to the United States. Classes are to begin on October 1, with the new German group functioning as an independent, self-governing faculty teaching political and social science.

Dr. Johnson described the plan for the "University in Exile" as a "most vigorous" protest against the restrictions placed on scholarship by the Hitler government.

Funds for the venture have been raised by a committee including Governor Cross of Connecticut, Supreme Court Justice Oliver Wendell Holmes, Dr. John Dewey and others.

The sponsors hope the plan can be expanded ultimately to include other faculties, more of the ousted German professors. Dr. Johnson said they could make a distinctive contribution to American scholarship. He emphasized that the "University in Exile" was to function purely as a centre of scholarship, instruction and research, and not as a point of dissemination for anti-Nazi propaganda.

Students No Longer Wear Red Flannels

BOSTON.—Students at Andover-Newton Theological Seminary, Newton Centre, no longer wear red flannels, it was revealed recently in the Superior Court. It was pointed out to the court that there is no further need of a fund of $12,837.22 in possession of the Samaritan Female Society, which once was converted into red flannel underwear. The fund was ordered transferred to the trustees of the Andover-Newton Theological Seminary, to be administered for the care, nursing and medical attendance of indigent students, and for the general purposes of the seminary. Owing to the changed conditions under which the seminary is conducted, it became increasingly difficult to maintain the Samaritan Female Society, which held the fund, and since the removal of the seminary from Cambridge to Newton Centre, the demands made on the society have even further diminished.

SAFETY CODE FOR BUSSES DEVELOPED

National Safety Council Asks Protection for School Children

CHICAGO.—In line with the nation-wide trend toward codes, the National Safety Council has developed a code for the safe operation of school busses. This digest recommends that State legislatures help the situation in three ways—by enacting laws empowering the state superintendent of public instruction to establish general bus equipment standards and operating practices, insuring uniform safe operation; by passing a law requiring all motorists approaching a standing school bus not to stop closer than twenty feet from the bus, and not to start again until the children have reached a safety zone, and by passing a law requiring that all school busses be painted a distinctive yellow-orange color.

Curtis Billings, of the council's public safety division, places the responsibility squarely upon the shoulders of the school authorities, since they are the ones who buy or contract for the bus and select the driver.

Student Parade Saves Sports Director's Job

AUDUBON, N. J.—James Picken, sports director at Audubon High School, was to be dropped for reasons of economy at a recent meeting of the Board of Education. The students learned what was planned, rounded up about 500 boys and girls, and started a parade. Parents turned out, too, with the result that the board had to adjourn from the principal's room to the school auditorium. After hours of debating Picken finally was retained by the directors by a seven-to-two vote.

16 Newsboys Get College Opportunity

BOSTON.—Sixteen of the thirty-two newsboys who were interviewed by the judges at the Burroughs Newsboys' Foundation were awarded scholarships which will enable them to enter college. Newspaper executives, lawyers, educators, bankers and business men sat through a six-hour session to weigh the merits of each applicant. Finally, by the award of "part" scholarships the judges were able to increase the number from ten, which was expected to be the limit, to six more. The amounts of the scholarships range from $100 to $200, depending upon the financial condition of the boy and his home. This money will be used to pay tuition fees for his first year in the school or college which he has chosen.

Would Give, Not Loan Schoolbooks to Pupils

NEW YORK.— The system of loaning schoolbooks to public school pupils is a factor in retarding the children's education, the New York University conference course in economies in school administration was told by Allen H. Nelson, vice-president of the Macmillan Company. In advocating that textbooks be given to students Mr. Nelson declared that the advantages offered by merely lending the books were offset by the harm incurred as a result of this practice. "Free textbooks, while they have added somewhat to the educational advantages, have been in more important ways a great drawback to education," Mr. Nelson said. "Before they came, children generally were provided with new books or with books which had been handed on by an older brother or sister. Pride of ownership played its part in arousing interest in what the book contained. The very fact that the schoolbooks were owned by the children led to the purchase of other books for their libraries, and later to a real library for their own homes when they had them." Mr. Nelson held that school systems could effect a greater and a more efficient economy in the long run by giving books to pupils.

Japanese Children Study All Summer

ROCKY FORD, Col. — Many Japanese children in this vicinity spent from 7.30 A. M. until noon every day, except Sunday, this summer, learning to read and write their parents' language after learning English all winter in the public schools. This summer there were fifty-two students enrolled in the classes, which are conducted by S. Kawari and M. Kato, graduates of Kansas colleges.

Teacher's Unpaid Wage Willed to Sister

ATLANTIC CITY, N. J.—Because her salary was so long unpaid a Pleasantville school teacher left the arrearage as a legacy in her will, made public in court at Mays Landing. Communities in this district owe their teachers an average of six months' pay.

The will was signed by Mrs. Esabella E. Johnson, instructor in Pleasantville Junior High School, who died early in August. It consigned her unpaid claim to a sister, Maude Elliott, along with a Philadelphia bank account and an automobile.

Mrs. Johnson was the wife of M. Tillman Johnson, junior high school principal.

RADIOS EDUCATE IN KENTUCKY MOUNTAINS

LEXINGTON, Ky. — A system of adult education in the Kentucky mountains by means of radio-listening centres has been inaugurated by the University of Kentucky at Lexington, in co-operation with the Kiwanis Clubs of Kentucky, it has been announced by Elmer G. Sulzer, director of radio studios at the university. Fifty or more such centres are being established in the more inaccessible portions of the mountains, each equipped with a radio set.

Each centre is to be located under local sympathetic auspices, such as settlement schools, general stores, newspaper offices or community halls where gatherings of from fifteen to thirty individuals can be accommodated. The centres will be open for the University of Kentucky educational programs as well as others of value.

The lack of radio sets in the Kentucky mountains is striking. According to the 1930 census Elliott County had but eight families supplied with them, and Leslie had eleven.

High School Gives College Grade Work

GREENWICH, N. Y.—An experiment in education, the effort to give a first-year education far from a university centre, is to be conducted in the high school here this year. Professor B. M. Harrington, principal of the Greenwich High School, is the sponsor of the experiment. It is believed by supporters of the plan that many young men and women are unable to meet the costs of attending college, and that this is a method of assisting them. The effort will be co-educational, and will be confined solely to freshman studies. The New York State Department of Education has given its sanction to the project, and will recognize the studies and examinations given.

Alfonso's Palace Opened as University

MADRID.—The "most luxurious university in the world," where the students "live like kings," opened as a summer university at Santander, in former King Alfonso's favorite palace, the Magdalena. Built on a promontory pushing out into the beautiful bay, it formerly was during August the centre of Spain's yachting and summer sports. This summer 100 students, some of them Americans, filled the halls once crowded with uniformed men, and classes took the place of audiences. Alfonso's alcove was made into a bedroom for two students. The ballroom was converted into a library, and Queen Victoria's salon was a rest-room for the professors.

BAR DULL STUDENTS AT GERMAN COLLEGES

BERLIN.—Extensive reform of the national school system, under preparation at the Ministry of the Interior, provides for the careful choice, by frequent examinations, of the most able pupils with a view to their continuing their education in universities and academies, while students with average and inferior mental gifts will be excluded from training for the higher careers. In cases where needy pupils seem to be entitled to a higher education the state will pay their way. As a result of the educational methods of recent years some 32,000 boys and 11,000 girls annually have passed the examinations entitling them to study at the universities, it was said in the Nazi memorandum, with the comment that not more than one-third of these boys could possibly be absorbed by the higher professions. Nothing has leaked out so far as to the fate of higher education for girls, but it is generally understood that Chancellor Adolf Hitler is averse to university training for women.

Less for Schools Than For Candy and Tobacco

SAN FRANCISCO.—A comparison made by Dr. Marvin L. Darsie, dean of the Teachers College in the University of California, shows that almost twice as much money is spent annually in the United States on candy and tobacco as on maintenance of all public education. "In 1928," Dr. Darsie says, "the United States spent a total of $2,448,633,561 on public education in all of its phases. This is a large sum. Yet during the same period we paid $3,991,460,000 for candy and tobacco." "One has only to inquire as to tuition rates at the better private schools," explains Dr. Darsie, "to realize how economically our public schools are administered."

Santo Domingo Adds 1,000 Rural Schools

SANTO DOMINGO. — President Trujillo's plan to construct 1,000 rural schools through the republic has progressed amazingly, and it is believed that all of the buildings will be ready for the 1933-1934 school year. What this will mean to Santo Domingo almost beggars description. The schools will be simple in character, but will have every facility for work. Aside from the importance of these educational institutions in the war against illiteracy, there are many other indirect benefits. The teaching personnel of the country will have to be enlarged substantially, and preparations are being made for examinations. The support of the schools will mean increased circulation of money, and construction of the buildings is decreasing unemployment. The material benefits, however, are considered of small moment compared to the intellectual and spiritual progress that this nation-wide development will bring about.

Students Seek Own Level When Marrying

AMES, Ia.—Collegians, like water, seek their own level in the matter of marriages, according to Dr. Martin F. Fritz, of the Iowa State College psychology department. Research in his own co-educational institution has shown that college men—either intentionally or unintentionally — marry some one of approximately the same intelligence level. For the past four years Professor Fritz has studied the society column of the college triweekly newspaper for announcements of engagements. He found 126 engagements. Of 126 cases, 51 high-ranking boys became engaged to high-ranking girls, and 15 low-ranking boys became engaged to 15 low-ranking girls.

Suggests Way to Get Better Rural Teachers

MONTEVIDEO, Uruguay.—At the first National Congress of Teachers held here recently it was declared that the only way to obtain good instructors for country schools whose permanency would be assured is to pay them better salaries than those of city teachers. Moreover, they must be given opportunity for recreation and for culture, it was held, through "excursions of a scientific character and sojourns in the capital city." The organizing of the rural school as the cultural and civic centre of its district was also recommended.

French Spoken in Quebec Found Lacking in Purity

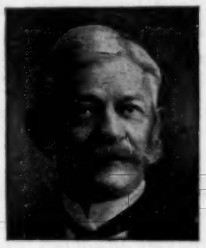
QUEBEC.—French as spoken in the Province of Quebec is not so pure after all, Premier Taschereau and others to the contrary notwithstanding. Members of the University of Wichita "Omnibus College" are authority for this, for an issue of their paper, published while they were in Quebec, contained a description of efforts made by one of the party to obtain information only to have his remarks made in the best possible French greeted with "No speak English." The paper stated that "French as spoken in Canada is considerably different from the language used in France. There it has remained relatively pure during the centuries; here it has undergone 300 years of development by and with the English tongue."

1933'S STUDENT MORE SERIOUS THAN 1929'S

ANN ARBOR, Mich.—The undergraduate of 1933 is more serious and possesses more mature standards of value than the undergraduate of 1929. The difference can be almost wholly attributed to the influence of the depression. Such are the findings of a small but intensive investigation made on the University of Michigan campus by a group of students. Findings indicate that students are taking their academic work more seriously than they formerly did. They do their assignments more conscientiously; they are more frequently supplementing the required work on their own volition, and they are better motivated because they are realizing more than in 1929 the relation between a sound cultural background and success in life. More maturity is shown in a variety of ways. Interest in the traditional types of extra-curricular activities seems to be waning; qualities such as intelligence and good character are much more in mind when picking friends than they were four years ago, whereas clever repartee and good dancing are of less importance. Various clues seem to point to a greater concern over a philosophy of life and greater worry as to the future, but there is only a slightly increased participation in church activities.

Schools Warned On Federal Aid

NEW YORK.—The Federal Government will not give any direct aid to education at the present time, Dr. George F. Zook, United States Commissioner of Education, said in an address before the Institute on Administration of Public Education here. While criticizing educational administrators of the country for their failure to economize "as much as possible" on budgets, Dr. Zook pointed out that many educators have "overlooked" or "underestimated" the assistance that the $3,300,000,000 public works program of the national administration would give to the building of educational buildings. Asserting that millions of dollars a year were being wasted by inefficient educational systems throughout the country, Dr. Zook urged all educators to unite in an educational campaign to better existing conditions and to regain the confidence of the people of the nation. "We must re-organize on a more economical basis," Dr. Zook concluded. "That is the only way in which we can recapture the imagination and confidence of the people of the nation."



Established 1869

THINK IT OVER!

Isn't it *cheaper* to buy

HOLDEN BOOK COVERS

Which Keep Books Clean
and make them Last Twice as Long
Than it is to finance an Epidemic in the Schools?

HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President **Springfield, Massachusetts**

News Brevities

HYDE PARK, N. Y.—"The big people are the people who have learned to stand on their own feet, accept the results of what they do and learn for themselves," Mrs. Franklin D. Roosevelt said in part at the Institute of Euthenics at Vassar College recently.

PRINCETON.—Plans for the opening of the Institute for Advanced Study, which will be located in Princeton beginning with October of this year, are progressing rapidly. The work of the school will start officially with the arrival of Professor Albert Einstein.

ZARAGOZA, Spain. — Dr. Pedro Ayelo Abadia, eighty years old, for fifty years a practicing physician, has enrolled in the university here to work for a degree in philosophy and arts.

SAN FRANCISCO.—A new type of mental test used to determine mental development of infants from two weeks after birth to seventeen months has been developed by Dr. Nancy Bayley, research associate in the Institute of Child Welfare of the University of California. The object of the test is to check infant mentality at a pretalking age and obtain results comparable with those already used for older children.

WASHINGTON.—A science advisory board to co-operate with the National Research Council, created during the second Wilson Administration, has been set up in an executive order by President Roosevelt, with Karl T. Compton, president of Massachusetts Institute of Technology, Cambridge, as chairman.

TRURO, N. S. — The mounties always get their man—but they had to think of something new in the way of traps to capture five runaway lads from the Truro Training School. Two officers with an insight into juvenile psychology went into the woods near the school, and just stood around whistling. One by one, the boys walked into their arms. The mounties had banked on curiosity doing the trick, and they weren't wrong.

NEW YORK.—School and college administrators who are interested in helping students to choose their careers more wisely, and who wish information to assist them in planning programs of vocational guidance, may get such information without charge from the National Occupational Conference, 522 Fifth Avenue, here.

MOUNT VERNON, N. Y.—An attempt to occupy the leisure time of adult unemployed and working persons with useful reading matter is being carried on by the city's Board of Education with funds allotted for "made work" for unemployed by the State Department of Education. Credit for the plan is given to W. H. Holmes, superintendent of schools.

WASHINGTON. — Publication of the weekly Geographic News Bulletins for teachers will be resumed early in October. These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They are obtainable only by teachers. Applications to the National Geographic Society should be accompanied by twenty-five cents to cover the mailing cost of the bulletins for the school year.

NEW YORK.—Teachers work fifty to sixty hours weekly, instead of having a "snap" work-schedule as is commonly believed, Dr. Ned H. Dearborn, director of the New York University Institute of Education, declared recently. "They spend many hours of work outside of the classroom," he said. "They must prepare each day for the work of the next. They spend hours correcting or checking written work papers, notebooks and examinations."

HOUSTON, Tex.—At the age of twenty-nine Joe Butts has re-entered a Houston high school to complete his secondary education, and make himself eligible to enter the University of Texas. Financial troubles compelled him to leave school ten years ago.

EVERY TEACHER NEEDS IT

Copyright Booklet "How To Apply For a School and Secure Promotion," including letters of application, points to keep in mind when making application, 15 points on which the success or failure of a teacher depends and a partial summary of 2,000 questionnaires sent to school executives in 26 states. Price, 50 cents (Stamps accepted). Statement from a Superintendent: "Your pamphlet includes some of the best advice, clearly written and to the point, that I have ever read."

Every Teacher, Principal, Superintendent and Library Should Have a Copy.

ROCKY MOUNTAIN TEACHERS AGENCY

Wm. Ruffer, Ph. D., Mgr. **410 U. S. Natl. Bank Bldg., Denver, Colo.**

BOOK TABLE

Bozo's Biography

"BOZO, THE WOODCHUCK." By Dorothy Lothrop Brown, Supervisor of English in the Primary Grades, Training School, State Normal School, Potsdam, New York, and Marguerite Butterfield, Demonstration Teacher, State Normal School, Potsdam, New York. Illustrated by John Usher. Cloth. 116 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This is the true story of a fat, little woodchuck, whose life in burrow and meadow was interrupted for a time by an enforced visit to some human neighbors. Bozo's adventures are simply and interestingly told in a smallish sized book for smallish people. The type is large and the tale is lighted up with pen-and-ink drawings. Bozo in person cocks a mischievous eye at you from the cover. Boys and girls will follow Bozo's trail with sympathetic curiosity and will acquire skill in reading in the meantime.

Patriotism in Verse

"AMERICAN HISTORY IN VERSE" for boys and girls. Collected and Edited by Burton Stevenson. Cloth. 456 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Much that has occurred in the unfolding of American history has kindled the hearts of poets. Many of the best of the resulting verses have here been collected into a single book of moderate size for the edification and enjoyment of boys and girls in junior and senior high schools. The editor has joined the poems with a needful thread of narrative, so that the pupil may keep his bearings while enriching his patriotism. No attempt has been made to exclude poems dealing with military events, since these events have given rise to verse of stirring quality, reflecting devotion to causes which were usually noble.

This book is mainly composed of selections from "Poems of American History," a collection by the same editor which has been in use for almost a quarter century.

Helpfully annotated and adequately indexed, the book should find its place in libraries of schools and classrooms, as a standard compilation of poems celebrating romantic incidents in the annals of our nation.

American ideals of liberty under laws made for and by the people, should sing in the hearts of our young people.

Journeyings in Science

TOURS THROUGH THE WORLD OF SCIENCE. A General Science Textbook. By William T. Skilling, State Teachers College, San Diego, California. First Edition. Cloth. 758 pages. New York: McGraw-Hill Book Company, Inc.

Attractive in its happily chosen title, and equally if not more attractive in its illustrations and its method of presenting the subject matter in a score of scientific fields, this volume is sure to command attention.

The imaginative device of a tour is maintained throughout, and in a manner which adds to effectiveness for older as well as younger readers.

Earth, sea and air and the starry spaces of the universe are examined in such fashion as to reveal causes and relationships, facts and principles, all in orderly impressive sequence.

Admittedly difficult as it is to offer a survey of the whole of human science in one book without being superficial and sketchy, the author has met the challenge with much more than usual success.

Young people who tour the world of science along the routes charted in this volume are sure to encounter awe-inspiring sights, along with whatever of explanation scientists have so far been able to discover.

Extra teachableness is secured through the paragraphs introducing and concluding each of the tours or chapters.

Commerce in High Schools

"COMMERCIAL EDUCATION IN THE HIGH SCHOOL." By Frederick G. Nichols, Graduate School of Education, Harvard University. Cloth. 514 pages. New York: D. Appleton-Century Company, Inc.

Commercial studies, notably bookkeeping and stenography, first crept into the high schools in response to a demand for broader opportunities for the student who did not intend to enter college. By the time the educators commenced to theorize about the commercial work of the high schools, that work was already going strong.

Professor Nichols has here undertaken to evaluate this commercial phase of secondary education and to set forth many of the problems which have arisen during the last two decades.

From the one-teacher beginnings in small high schools to the high schools of commerce in our larger cities there is a wide range of difference in complexity and purpose. The present volume is a comprehensive view of the whole range, with attention to numerous details, both practical and theoretical.

The book will be read with profit by the school administrator who wishes to make the commercial branches in his system reach their highest usefulness to the pupil and the community. In addition, the teacher or executive who is laboring in the commercial department might well desire the broader view of his work which Professor Nichols so ably presents.

The Human Mind

PSYCHOLOGY FOR TEACHERS. By James E. Lough, Dean of Harriette Melissa Mills Training School; Charles E. Benson, Charles E. Skinner and Paul V. West, of New York University. Cloth. 490 pages. Boston: Ginn & Company.

This revised edition of a guidebook for the teacher brings up to date every topic that made it a valuable text when it first came out in 1926, and adds entirely new chapters on personality developments, defects and adjustments, school relationships, and guidance. Opening chapters on the nervous system make clear the laws that govern behavior. The acquisition of skill, summaries of measurement, and the psychological laws of the learning process occupy the middle chapters. Part Four is concerned with the vital subject of personality. A chapter on mental hygiene defines this new and important science as the prevention of mental disorders and the promotion of sane behavior. The necessity for thorough understanding of mental hygiene in the classroom cannot be overstressed. With its renewed effectiveness this book becomes one of the most indispensable tools a teacher can use.

Accuracy in Numbers

MY LONG DIVISION DRILL BOOK and MY SUBTRACTION DRILL BOOK. By Guy M. Wilson, professor of Education, Boston University. Paper. New York: The Macmillan Company.

Behind these arithmetic workbooks is the firmly-held belief of the author that the basic processes of arithmetic can be mastered completely by almost any pupil. Experiments already conducted with these drill books bear out the contention that 100 per cent. work is possible for ninety-five per cent. of the boys and girls comprising the average class.

The procedure is one of short steps, each clearly explained, and each thoroughly practiced until a sense of victory is acquired.

Pupils in the past have rarely been

held up to standards of perfection in the manipulation of figures. Blundering has been tolerated where it was really needless, given proper instruction and well-graded texts.

The keynote of "My Drill Books" is success. Printed on each cover is the statement, "Every child can win." This in itself is encouraging.

Conquests gained in one field lead to better, more confident study in other fields. Hence a quite unusual educational value attaches to "100 per cent. Arithmetic" drill books.

Through British Eyes

BRITAIN IN WORLD HISTORY. By E. H. Dance, M. A., Wolverhampton Grammar School, England. Cloth. 536 pages. London: Longmans, Green and Company.

It is natural to turn at once to the single chapter of this book devoted to "The War of American Independence," and it proves to be a very brief item, as it should be, in a history of Britain that begins with Roman conquest in A. D. 43. Treatment is fair. The world has much place in this history, except when some part of it was at war with England, or was a colony gained or lost. As a text for secondary schools it seems an excellent history of England, and this is as much as to say the most interesting history of all. Mr. Dance has followed every chapter with a list of books for further reading, a list of historical novels, a selected source reading, and three sets of questions. The list of historical novels in itself is a remarkable bibliography. The questions are based on the source reading, and on the chapter contents. In the early chapters the memory questions are numerous, and those requiring original thought are few, but the ratio is reversed as the book goes on.

Very briefly we may take examples of a difference between English and American history. Two of the exercises, in different parts of the book, are: "Draw a plan of a Norman castle (preferably one you know)," and again, "Learn the words and music of an Elizabethan song." In other ways Mr. Dance's book uses the historical technique of Mark Sullivan's books on the twentieth century United States. He describes transportation, literature, clothes, the stage, science, religion and architecture as it was in each age. The illustrations are excellent, but hardly sufficient, they are so interesting. The author has drawn on the museums for photographs of models, and made some very effective pictures. The book meets the requirements of modern history by providing social and world history, as well as political history of the one country concerned, and is a thought-provoking text for the alert high school student.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and service for schools.

Art Supplies

Pohlmeyer, Inc., Passaic, N. J.

Practical Drawing Company
1315 S. Michigan Blvd., Chicago, Ill.
2205 S. Lamar St., Dallas, Texas

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Jobbers

Barnes & Noble, Inc., New York

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

E. P. Dutton and Co., New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc.
70 Fifth Avenue, New York

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.
Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

India Inks

Pohlmeyer, Inc., Passaic, N. J.

Jewelry

L. G. BALFOUR CO.
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Library Equipment

GAYLORD BROS., INC.
Stockton, Calif., Syracuse, N. Y.
Furniture and Supplies
For the School Library

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Pictures and Prints

Hale, Cushman & Flint,
(The Medici Prints), Boston, Mass.

Projectors

Society for Visual Education, Inc.
327 South LaSalle, Chicago, Ill.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

School Photography

Wilson-Way School Photography
Cambridge, Mass.

Sound Distributing Systems

Samson Electric Co., Canton, Mass.

Statuary

P. P. Caproni & Bros., Boston

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.